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ABSTRACT

This guide provides procedures and supporting materials for a training workshop on sex equity targeted at local school administrators. The workshop is intended to promote administrator readiness to support sex equity, and to increase administrator commitment and skills to implement the spirit as well as the letter of Title IX and similar legislation. The guide describes the content, process, and sequential learning experiences for two sessions. Session 1 is organized to increase awareness of sex-role stereotyping and discrimination and to provide a common vocabulary. Session 2 focuses on linguistic bias, Title IX, and practical action strategies for achieving sex equity. In addition to describing session-by-session goals and procedures, the guide contains mini-lectures, activity guides, handout materials for the participants (assessment instruments, activity cards, readings, and worksheets), and transparency masters. (KH)

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Administrator Workshop

FACILITATOR'S GUIDE

CENTER FOR STUDIES OF THE PERSON
San Diego, California

Director
Lynn Stuvé

EXPANDING OPTIONS

EXPANDING OPTIONS

U.S. DEPARTMENT OF EDUCATION/WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

T.H. Bell, Secretary

ED023963

Developed by the staff of Resources for Non-Sexist Environments, a Federal WEEA project of the Center for Studies of the Person

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NOTES TO THE FACILITATOR

EXPANDING OPTIONS provides sex equity training models for the K-12 school community. The training workshops are designed to expand awareness and knowledge of the effects of sexism and to increase sex-affirmative behavior in the educational environment. The target audience includes teachers (elementary and secondary), students, student leaders, parents, administrators, counselors, and support staff.

The EXPANDING OPTIONS package includes a *Coordinator's Guide* and eight *Facilitator's Guides*. The *Coordinator's Guide* contains information on the development of the workshop model and the evaluation design, as well as a Resources List, including books and other supporting instructional materials. Each *Facilitator's Guide* provides session-by-session procedures and supporting materials. The *Facilitator's Guide* also contains all the Mini-Lectures, Activity Guides, handout materials for the participants (Assessment Instruments, Activity Cards, Readings, and Worksheets), and Transparency Masters called for in the workshop sessions.

FACILITATOR'S GUIDE

This *Administrator Workshop Facilitator's Guide* describes the content, process, and sequential learning experiences for two sessions. The session-by-session goals and objectives are achieved by a variety of means, such as large group discussion, small group activities, individual Worksheets, brainstorming, Facilitator-delivered Mini-Lectures, and audiovisual presentations.

Turn to Session 1, first page, and follow along as you read this paragraph. The first page of each session contains the title and goal(s) for that session. The far left column provides an outline of the major events. The timeline, the narrow, shaded column, gives an estimated time for each activity or activity group. Use it as a guide, but make adjustments to meet the needs of your participants. Centered on the page are the objectives and events, with step-by-step instructions for you, the Facilitator. The next column to the right includes pictographic cues, which highlight major activities. The final column is a checklist of general and instructional materials to be used in the session. Underlined print in this column indicates those Worksheets, Mini-Lectures, Transparency Masters (TMs), Readings, etc., that are included in the EXPANDING OPTIONS package. All other titles listed are materials to be supplied by the Coordinator or Facilitator.

Note that there is a Process Evaluation at the conclusion of Session 1 and a Final Assessment at the end of Session 2. Also, in Session 2 the General Business section includes a list of suggested resources. These materials should be made available by the Coordinator; they are valuable resources for you as well as for your participnats. During field-testing, administrators enjoyed browsing through the materials before and after each session.

INSTRUCTIONAL DESIGN

This workshop, EXPANDING OPTIONS, is designed to move participants from awareness and knowledge to action. The workshop format proved to be very successful during our field-testing activity. We strongly recommend the learning progression of Sessions 1 and 2 for maximum effectiveness.

Session 1 is organized to increase awareness of sex-role stereotyping and discrimination and to provide a common vocabulary. Session 2 focuses on linguistic bias, Title IX, and practical action strategies to achieve sex equity.

Within each session, activities are organized so that your presentations (Mini-Lectures, etc.) are followed by some type of group and/or individual activity in which participants must apply the information you have presented. This gives participants an opportunity to take some responsibility for their learning and allows you time to catch your breath. You may lengthen or shorten time spent per activity, depending on your energy and participant needs and interests.

To accommodate local administrators, our field-test workshop was held in two 3-hour sessions, a month apart. This provided time for participants to reflect upon the content covered in the initial meeting and to make application to their schools before the second session. However, the time lapse accounted for inconsistency in group membership, because not all participants attended both sessions; some came only to Session 1, others only to Session 2. Therefore, we have redesigned the workshop to be given in two 2-hour sessions and recommend offering it in one day, Session 1 in the morning and Session 2 in the afternoon.

Although two sessions cannot present in-depth coverage of the issue of sexism, the intent of this workshop experience is to promote administrator readiness to support sex equity. In addition, the workshop should increase administrator commitment and skills to implement the spirit as well as the letter of Title IX and similar legislation.

WE RECOMMEND . . .

We recommend that you read the Readings, complete the Worksheets and Activities, and become thoroughly familiar with the Mini-Lecture content, coordinating each one with its accompanying Transparencies. Running a mock workshop with a group of five or six associates or friends will help get the bugs out.

Check with your Coordinator regarding responsibility for the reproduction and assembly of the materials for your workshop. The suggested resources listed in Session 2 should be made available by your Coordinator. Also, make sure you gather and compile a list of local resources--state and city agencies, local organizations, universities, and individuals--for use in Session 2.

Whenever possible, co-facilitate sessions with a person of the opposite sex. We used male-female teams to demonstrate that the issue is a human one, affecting both sexes. Due to the sensitivity of the subject matter, some participants felt threatened and responded with anger and defensiveness. The two sessions offer some opportunity to work through this initial resistance, provided that the Facilitator is sensitive and accepting.

The workshop facility should be equipped for audiovisual presentation and have a chalkboard and/or wall space on which to post newsprint. The available space should be conducive to both small and large group interaction.

FROM THOSE WHO VENTURED

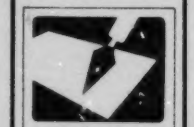
Hope for the best but be prepared for the worst. No matter how well you prepare, it will take longer and be harder than you expect. If anything can go wrong, it will. However, the experience will be worth it--more enriching, expanding, and far-reaching than you could ever imagine. Good luck!

SESSION 1: DEFINING THE ISSUES

Administrator Workshop

GOALS: TO INCREASE AWARENESS AND KNOWLEDGE OF SEX-ROLE SOCIALIZATION

TO UNDERSTAND HOW SEX ROLES CAN LIMIT

GENERAL BUSINESS	5	Introduce yourself, giving personal and professional information. Distribute the Worksheet "Administrator Workshop Outline." Review the overall goals of the workshop and give a brief overview of Sessions 1 and 2. Present Session 1 goals and overview.	 large group  worksheet individual
INTRODUCTIONS	5	Ask participants to introduce themselves by stating their names, where they work, what they do, and what their schools (districts) have been doing with regard to Title IX implementation.	
		OBJECTIVE #1 *Participants will be able to define and give operational examples of sexism in the work world, home, school, society at large (media), and personal relationships.*	
WHAT IS SEXISM? A DEFINITION	10	Post and give a working definition of sexism, as follows: *Any attitude or action that stereotypes or discriminates against a person on the basis of sex--whether intentionally or unintentionally.* Discuss the concept briefly with participants.	

Name Tags
Sign-in sheet
Chalkboard
Newsprint
Masking tape
Overhead projector

Administrator Workshop Outline

Poster with overall workshop goals

Poster with Session 1 goals and overview

Poster with definition of sexism

LIMITING EFFECTS OF SEX-ROLE STEREOTYPING

Divide participants into six groups. Distribute the Worksheet "Where Is Sexism?" and have each group brainstorm at least one area.

In the large group, facilitate sharing of examples and record the responses on newsprint (chalkboard).

5

Present the Mini-Lecture "Sexism: Definition and Dynamics," using the Transparencies.

Facilitate a discussion of the information presented in the Mini-Lecture.

OBJECTIVE #2

Participants will be able to identify the damaging effects of sexism in the following areas: (a) personal, (b) social, (c) academic, and (d) career and employment.

15

Present the Mini-Lectures "How Sex Roles Can Limit" and "Realities of the Work World," using the Transparencies. Allow for group and Facilitator interaction.

Form triads and have the groups fill in the Worksheet "Limiting Effects."

10

Facilitate sharing of examples in the large group; provide information as appropriate.

OBJECTIVE #3

Participants will identify at least four innate and four learned differences between males and females.

WORKSHEET: Where Is Sexism?

MINI-LECTURE: Sexism: Definition and Dynamics

TRANSPARENCY MASTERS: Definitions

Dynamics of Sexism

MINI-LECTURES: How Sex Roles Can Limit

Realities of the Work World

TRANSPARENCY MASTERS: Labor Force Participation

Married Women-Adult Years

Occupational Distribution of Men and Women

Occupational Segregation in Non-Traditional Jobs

Education and Earnings in Male- and Female-Intensive Occupations

Education and Earnings

Earnings Gap Between Women and Men

WORKSHEET: Limiting Effects

SEX-ROLE STEREOTYPING — 10

Have participants write at least five descriptors to complete the following:

- Women are . . .
- Men are . . .

Encourage them to consider physical differences as well as differences in roles and learned behaviors.

In the large group, have participants share their lists of descriptors. Record and post the results.

Facilitate a discussion to identify real (i.e., innate, biological) versus learned (socialized) differences.

OBJECTIVE #4

Participants will identify three sex-role expectations for females and three for males.

5

Present the Mini-Lecture "Biological Aspects of Sex Differences" to clarify any questions or to add to participants' findings. Use the Transparencies.

MINI-LECTURE:
Biological Aspects of Sex Differences

TRANSPARENCY MASTERS:
Biological Basics

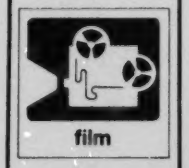
Similarities and Differences

SOCIALIZATION — 50

Present the film *Men's Lives*.

Facilitate a general discussion and elicit reactions to the film by asking the following questions:

- *What did you get personally from this film?*
- *What sex-role expectations were portrayed in this film?*
- *What sex-role expectations exist for females?*



FILM:
Men's Lives

Projector
Screen

PROCESS EVALUATION — 5

Conduct a process evaluation of the session, using the "Process Evaluation Form."

ASSESSMENT INSTRUMENT:
Process Evaluation Form

[BREAK]

WORKSHEET 1

ADMINISTRATOR WORKSHOP OUTLINE

This workshop is designed for school administrators (district or site level) to increase sex equity awareness, knowledge, and skill. The instructional design includes Mini-Lectures and audiovisual presentations for content delivery and for large and small group application activities.

SESSION 1: DEFINING THE ISSUES

Definition and dynamics of sexism
Damaging effects of sexism
Differences between males and females
Sex-role expectations
Process evaluation

SESSION 2: PLANNING FOR SEX EQUITY

Sexist language
Title IX and compliance
Conditions for successful change
Achieving a bias-free environment
Final Assessment

WORKSHEET 2

WHERE IS SEXISM?

INSTRUCTIONS: *Brainstorm examples of sexism in each of the following areas.*

	FEMALE	MALE
WORK WORLD		
HOME AND FAMILY		
SCHOOL		

SOCIETY AT LARGE

PERSONAL RELATIONSHIPS

MINI-LECTURE: SEXISM: DEFINITION AND DYNAMICS

This Mini-Lecture provides an introduction to key terms and issues regarding sexism. Information on the nature of sexism in our society and the way it is perpetuated is included.

SEXISM: A DEFINITION

Sexism is subtle and pervasive. It affects everyone, males as well as females. Sexism is not a woman's issue; it is a human one. Narrowly defined sex roles limit options in every area of our lives. Because most of us are largely unaware of the subtle existence of sexism, the focus of the next series of sessions will be to take a look at sexism as it manifests itself in our personal as well as professional lives, and to identify strategies to overcome its negative effects.

[Display the Transparency "Definitions."]

Sexism may be defined as *any attitude or action that stereotypes or discriminates against a person on the basis of sex--whether intentional or unintentional.*

SEXISM IS USUALLY UNINTENTIONAL

Discrimination is often unintentional. We have so absorbed our culture's assumptions and expectations about how males and females should be that we are unaware of their influence on our interactions with others. An example of this is the use of the term "room mother." The word assumes that this duty is a female function and unintentionally excludes men. Teachers would be only too glad to have a *room parent* who is *male*. Decisions and assumptions that use sex as a criterion for assignment of job responsibilities, participation in active or quiet play, or determination of academic performance are other examples of unintentional sexism.

We all have sexist attitudes and act in sexist ways. Being *nonsexist* means that our attitudes and assumptions about ourselves and others are not based on stereotypes about men and women, but are based on individual capabilities and interests. It doesn't mean that women shouldn't be homemakers,

or that men shouldn't be the major providers. Being nonsexist means that roles will be assumed according to individual needs, desires, and talents.

SEXISM IS INSTITUTIONAL

In American institutions, which are supposedly based on the premise of "equality for all," equal participation of females and males is not a reality. Although there are numerous laws supporting "equal opportunity" for groups who have been discriminated against in the past, institutions change slowly. Currently, every major institution in our society is dominated by men: government, law, education, health care, defense, industry, religion, and other spheres of activity. In respect to sexism in education, Title IX prohibits discrimination on the basis of sex. Yet there are educational practices, despite Title IX compliance efforts, that are sexist.

Athletic programs for males, for example, receive more support and promotion than programs for females. Also, career guidance practices and testing services differentiate on the basis of sex.

DYNAMICS OF SEXISM

Sexism, like any other "ism," is self-perpetuating. This self-perpetuating dynamic can be visualized as a cycle of learning and reinforcement. [Display the Transparency "Dynamics of Sexism" to explain the following example.]

Let's use the stereotype "hot-tempered redheads" as an example of this dynamic.

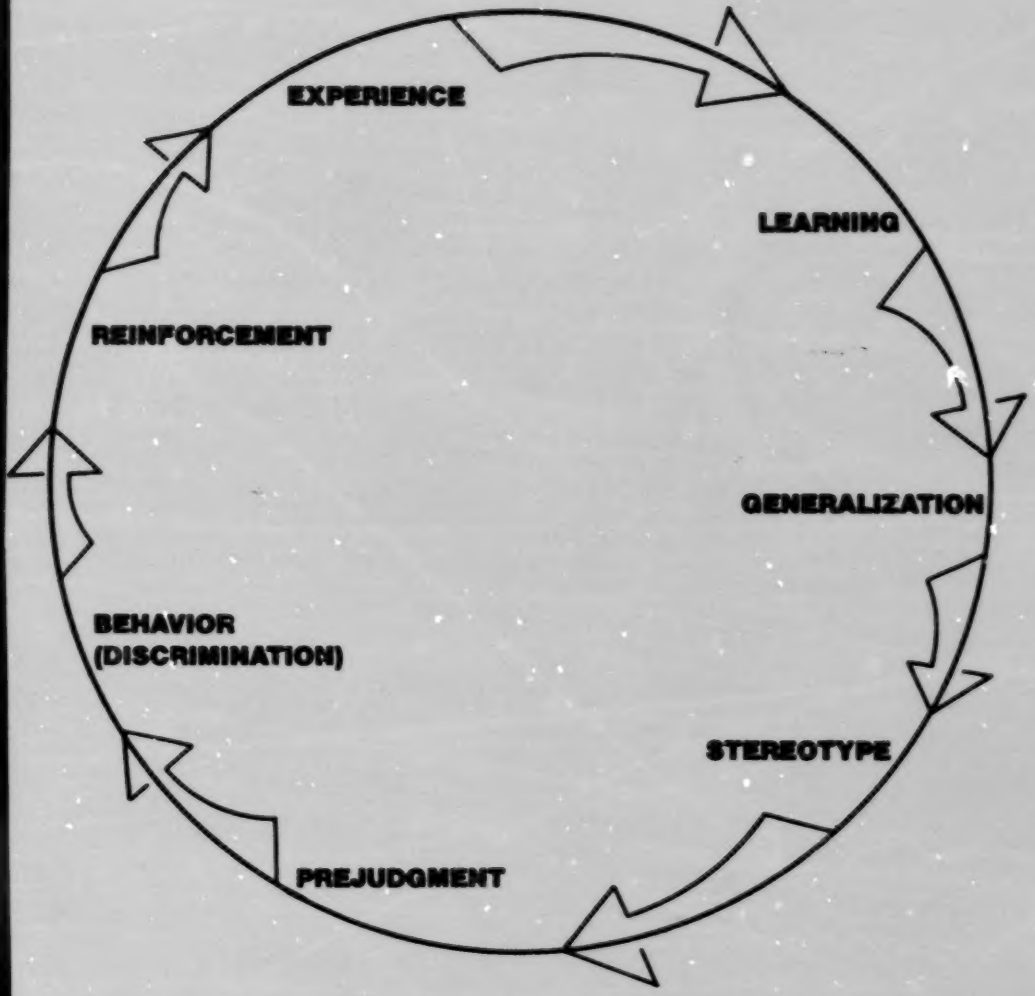
- Experience: A person with red hair flares up in anger.
- Learning: This person is angered easily and has red hair.
- Generalization: People with red hair are hot-tempered (the generalization becomes the stereotype).
- Prejudgment: Next time you encounter a redhead, you expect her or him to get angry easily. Prejudices distort our perception and experience.
- Behavior That Discriminates: As you expect redheads to get angry, you act differently with them or avoid interactions with them altogether.

DEFINITIONS

SEXISM ANY ATTITUDE OR ACTION THAT STEREOTYPES OR DISCRIMINATES AGAINST A PERSON ON THE BASIS OF SEX--WHETHER INTENTIONAL OR UNINTENTIONAL

SEX EQUITY ATTITUDES OR ACTIONS THAT ENCOURAGE INDIVIDUALS TO DEVELOP AND ACHIEVE THEIR OPTIMAL POTENTIAL AS HUMAN BEINGS RATHER THAN AS MEMBERS OF A SPECIFIC GENDER GROUP

DYNAMICS OF SEXISM



MINI-LECTURE: HOW SEX ROLES CAN LIMIT

This Mini-Lecture provides a general overview of the limitations and damaging effects of sex-role stereotyping. The four areas covered overlap, but provide a useful guideline to examine these effects.

LIMITING EFFECTS

Sex roles can place limitations on both females and males. These limiting effects vary in intensity, degree and general area for each sex. Men and boys seem to be more limited in the areas of interpersonal relationships and expression of tender feelings, while women and girls seem to be more affected in the areas of academic achievement, career aspiration, and self-esteem.

Before completing the Worksheet "Limiting Effects," let us look at some specific examples of the limitations of sex-role stereotyping for males and females in each of the following areas: academic and career/vocational; personal and social.

ACADEMIC AND CAREER/VOCATIONAL

FEMALE	MALE
Academic: In elementary school, females typically outperform males; but during high school years, female performance on ability tests begins to decline.	Academic: In elementary school, most discipline problems and most low achievers are male.
Career/Vocational: By the fourth grade, girls limit their career choices to four areas: teacher, nurse, secretary, or mother.	Career/Vocational: Males are restricted by social criticism when they consider nontraditional career areas such as nurse or dancer.

PERSONAL AND SOCIAL	FEMALE	MALE
	Personal: Women and men consider the female sex inferior and place greater value on characteristics associated with masculinity.	Personal: Males suffer a high health cost, as they have a 50 percent higher rate of stress-related diseases than women do.
	Social: Women tend to underrate their popularity and their leadership ability.	Social: Men learn to hide emotions and suffer consequently in relationships with their families and with other men.

MINI-LECTURE: REALITIES OF THE WORK WORLD

This Mini-Lecture covers the basic realities of women in the work world, with a look at the present picture and a projection into the future.

FACTS

Since limitations on women have been dramatic in the work arena, this Mini-Lecture will concern itself with facts about women workers. Nine out of ten women work at some time in their lives; three out of four working women work full-time. Currently, women are entering the labor force in ever-increasing numbers, as shown by an increase of two million women in a one-year period (1977-78). The U.S. Department of Labor projects that by 1990, 57 percent of all women 16 and older, and 72 percent of women in the prime working ages of 25 to 54, will be working or seeking jobs. By then, women will make up 45 percent of the total civilian labor force. [Use the Transparency "Labor Force Participation" to illustrate.]

SOCIOLOGICAL FACTORS

There are many sociological factors that contribute to the significant increase of women in the work force. Some of these factors are the rising divorce rate, the declining birthrate, later marriages, increased education, inflation, the women's movement, and legislation. [Discuss the effects of these factors.]

On the average, a woman can expect to work for about 25 years if she is single. [Use the Transparency "Married Women--Adult Years" to illustrate data on married women.]

OCCUPATIONAL SEGREGATION

Although the increased number of women in the labor force is dramatic, women tend to be employed in the same traditional fields (secretarial, nursing, and teaching) as they have been for the past 25 years. [Use the Transparencies "Occupational Distribution of Men and Women," "Occupational Distribution of Working Women," "Occupational Segregation in Nontraditional Jobs," and "Clerical Segregation" to illustrate.]

Even when a female's educational level is comparable or superior to a male's, a disparity in income is apparent. In 1981, the median weekly earnings for a female college graduate working full-time were $301. For men, median earnings were $471. [Use the Transparencies "Education and Earnings in Male- and Female-Intensive Occupations" and "Education and Earnings."]

EQUAL PAY FOR EQUAL WORK?

Is there equal pay for equal work? According to the data, this equality *does not exist*. On the average, women employed full-time in 1980 earned about 60 cents for every dollar earned by men. Women worked nearly 8.3 days for the same gross wages men earned in five days. And this *earnings gap* has actually increased over the past 25 years. When calculated in constant 1967 dollars, the differential between men's and women's median annual incomes has grown from $1,911 in 1955 to $3,004 in 1980.

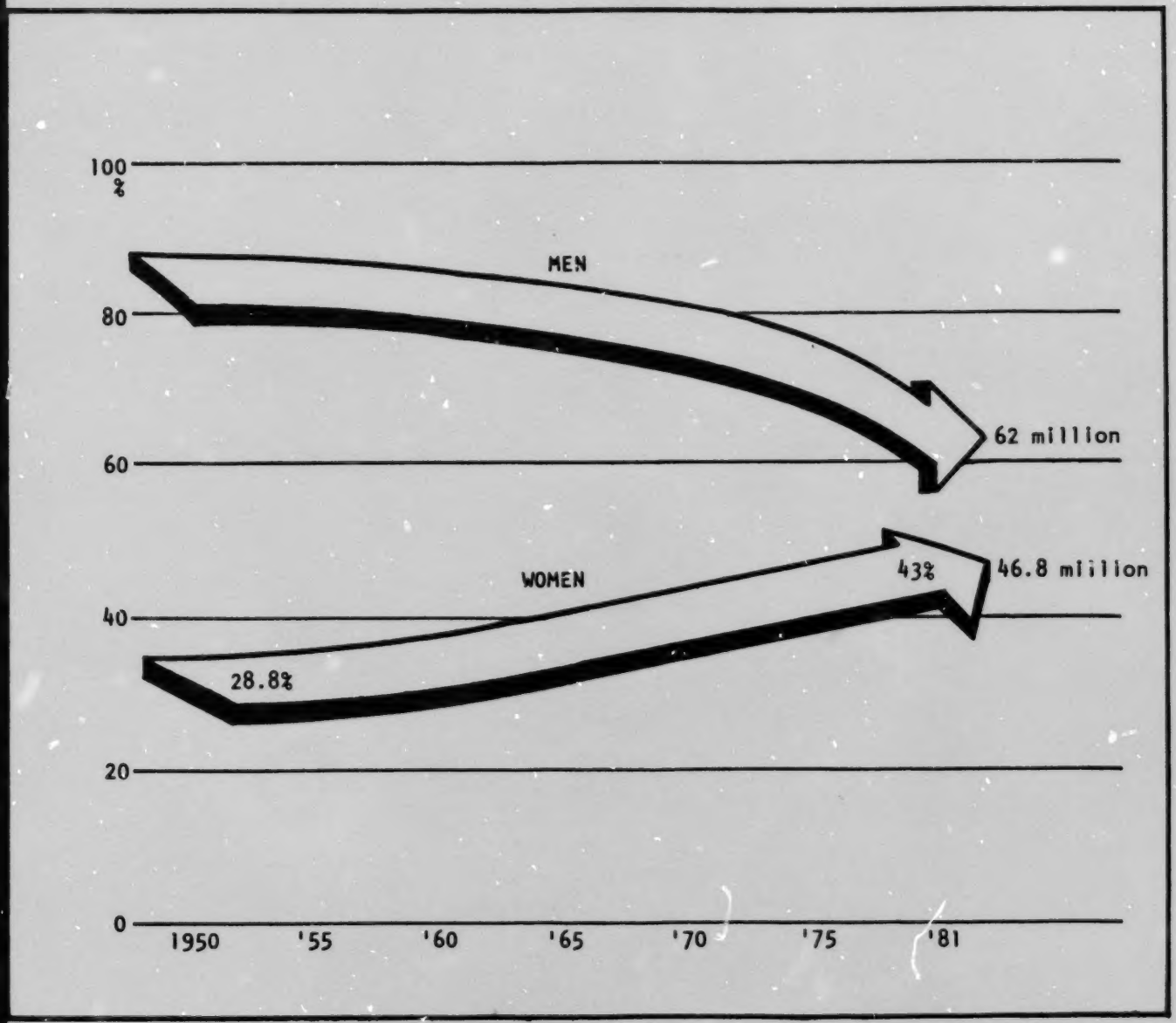
In a comparison of some of the highest-paid occupations for both sexes for 1981, where there were comparable categories with employment of 50,000 or more, the differences were all more than $100 per week, and some neared $200. For example, male computer systems analysts earned a median weekly income of $546, while females earned only $420; men employed in personnel and labor relations earned $514 per week, and women $330. Women in the highest-paid occupation earned a median income of $85 per week less than the occupation ranked twentieth in terms of income for men.

[Use the Transparency "Earnings Gap Between Women and Men" to illustrate.]

MINORITY WOMEN

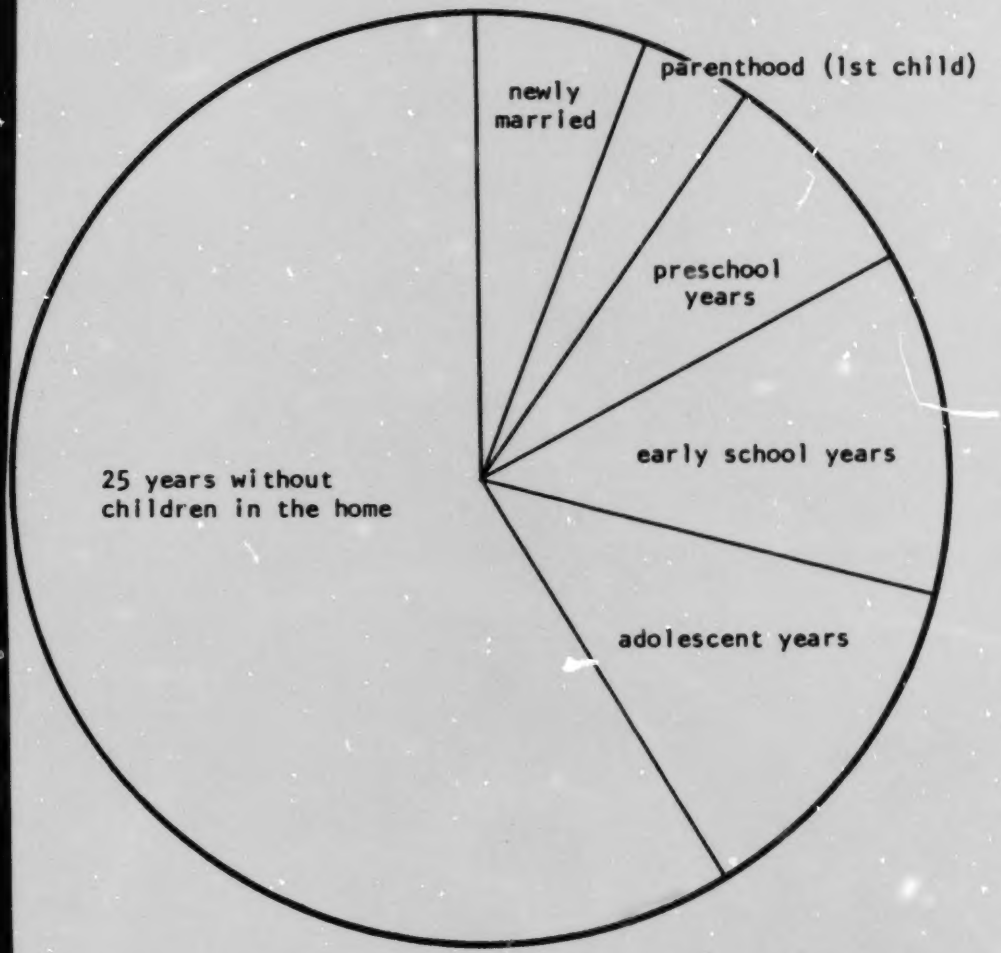
In general, minority women experience a comparatively high rate of unemployment, and are concentrated in low-paying, low-status jobs. They earn less than *all* men and less than white women. [Discuss the implications of the data presented in this Mini-Lecture for your participant audience.]

LABOR FORCE PARTICIPATION

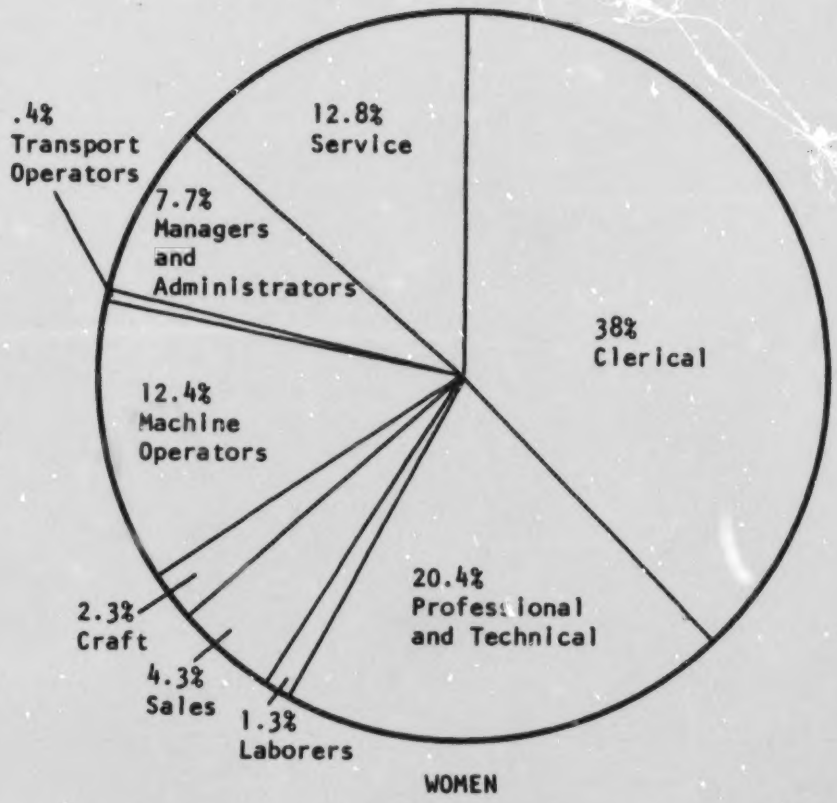


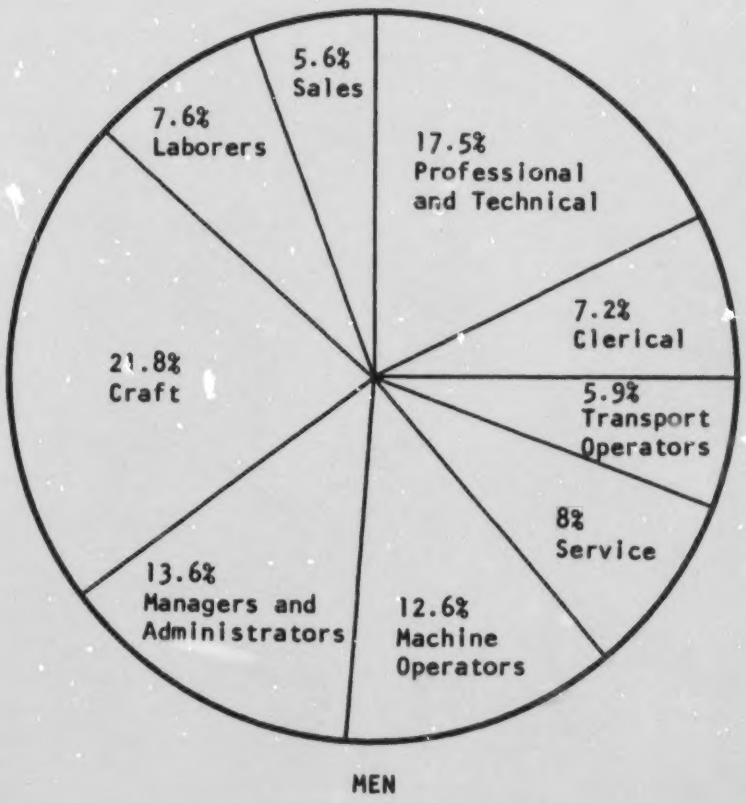
Source: U.S. Department of Labor, Bureau of Labor Statistics, 1981.

MARRIED WOMEN - ADULT YEARS



OCCUPATIONAL DISTRIBUTION OF MEN AND WOMEN

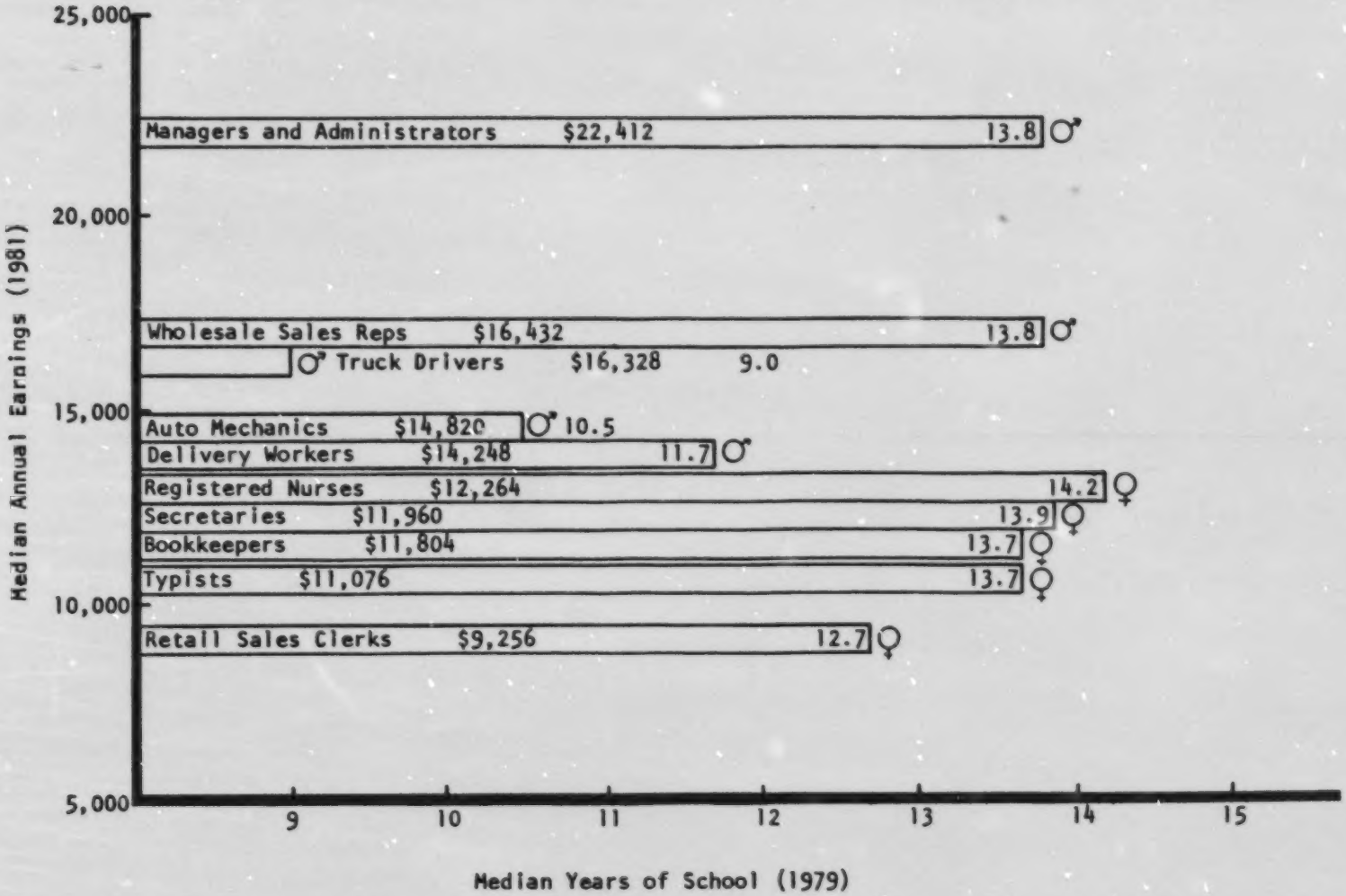




OCCUPATIONAL SEGREGATION IN NONTRADITIONAL JOBS 1971-1981

	% Female		%
	1971	1981	Increase/Decrease
Truck Drivers	.7	2.1	1.6
Engineers	1.0	4.7	3.7
Craft Workers	2.7	5.6	2.9
Laborers	3.7	10.4	6.7
Protective Service Workers	4.7	7.6	2.9
Mail Carriers	6.2	11.7	5.5
Blue-Collar Supervisors	7.4	10.5	2.9
Physicians, Dentists	7.9	23.2	15.3
Technicians, Scientists	9.7	17.8	6.1
Religious Workers	11.6	9.3	-2.3

EDUCATION AND EARNINGS IN MALE- AND FEMALE-INTENSIVE OCCUPATIONS



Sources: U.S. Department of Labor, Bureau of Labor Statistics
U.S. Department of Commerce, Census Bureau

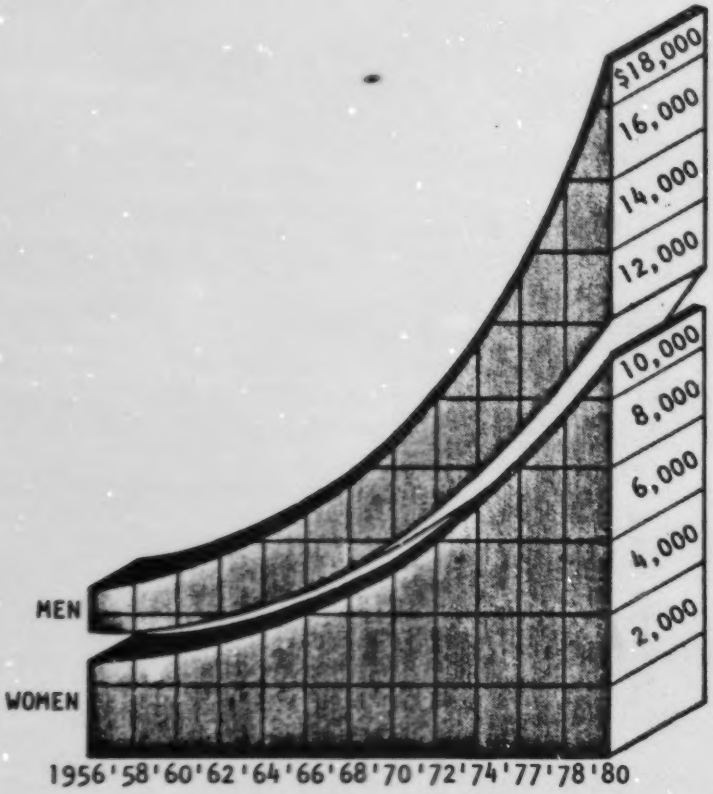
EDUCATION AND EARNINGS
1981 MEDIAN WEEKLY EARNINGS

Years of School Completed	White		Black		Hispanic	
	M	F	M	F	M	F
Less than 4 Years of High School	301	182	241	172	232	167
4 Years of High School	372	224	294	209	319	211
4 Years of College	471	301	354	296	384	285
5 Years of College or More	510	359	449	384	446	

Source: Earl F. Mellor and George D. Stamas, "Usual weekly earnings: Another look at intergroup differences and basic trends." Monthly Labor Review, U.S. Department of Labor, Bureau of Labor Statistics (April 1982): 15-24.

EARNINGS GAP BETWEEN MEN AND WOMEN

Median earnings of full-time, year-round workers, 14 years of age and over, by sex, 1956-1980



Source: U.S. Department of Commerce, Bureau of the Census, 1980.

WORKSHEET 3

LIMITING EFFECTS

The limiting effects of sex-role stereotyping are examined in this exercise.

INSTRUCTIONS: In your own words, give at least two examples of the limitations of sex-role stereotyping in each of the areas listed.

Academic and Educational Limitations

_____

_____

_____

Limited Career and Vocational Aspirations

_____

_____

_____

Personal Costs and Limitations

_____

_____

_____

Social and Interpersonal Limits

_____

_____

_____

Share at least one personal experience that is related to a limiting effect you have listed on the previous page.

MINI-LECTURE: BIOLOGICAL ASPECTS OF SEX DIFFERENCES

This Mini-Lecture provides background information on the biological influences on males and females and looks at sex differences and similarities.

DIFFERENT, BUT EQUAL

As we consider the biological aspects of sex differences, we will refer to *physical* differences between the sexes and their relationship to gender identity. The major source of clinical and experimental data is John Money and Anke Ehrhardt's Man and Woman, Boy and Girl (1972). These authors emphasize a multidisciplinary approach to gender identity that focuses on the interaction of heredity and environment. Gender identity and biological considerations are issues undergoing intensive research at present. Whatever biological differences exist, it is important not to use them to justify "natural" inferiority and superiority of the sexes.

FUNCTION AND STRUCTURE

Physical differences between the sexes fall into two categories--body processes or *function* and body composition or *structure*. Money, from Johns Hopkins University, has identified the following as biological constants. They reflect functional differences between males and females.

- Women: menstruate, gestate, lactate
- Men: impregnate

Structural differences include *skeletal*, *genetic*, and *hormonal* differences. Females have more fat, less water, and broader hips, and reach puberty, on the average, two years earlier than males. Males have more muscle tissue and wider shoulders, and show more variability in physical growth than females.

[Use the Transparencies "Biological Basics" and "Similarities and Differences" to illustrate.]

GENETIC DIFFERENCES

A normal human has 23 pairs of chromosomes in each cell, with one pair being the sex chromosome pair. In the female, the pair consists of XX chromosomes. In the male, the chromosome pair is XY. The egg and sperm each carry half of the normal number of chromosomes. The egg always carries an X chromosome, and the sperm carries either an X or a Y. Thus, the sperm, with its X or Y chromosome, determines the sex of the child.

Genes, which determine the characteristics to be inherited, are located on all chromosomes. Certain genes are carried on the sex chromosomes. This results in sex-linked traits such as color blindness and hemophilia. When these genes occur, they are carried by the X chromosome. In the male, there is no corresponding dominant gene on the Y chromosome to suppress the "defective" gene. This results in the high incidence of color blindness and hemophilia in males as compared to females. It is hypothesized that due to chromosomal structure, males are more susceptible to pre-, peri-, and postnatal difficulties.

HORMONES

In human gestation, after approximately six weeks, different internal reproductive organs begin to develop as determined by the *sex hormones*. The female system will develop unless *androgen* (male hormone) is released, causing the male system to develop. Sexual abnormalities in appearance and behavior will result if the hormone state of the fetus is disturbed during this period.

Sex hormones are also influential in establishing adult appearance during the critical period of *puberty*. Until puberty, the physical appearance of boys and girls is relatively similar and stable, aside from differences in sex organs. At puberty, hormones are released that cause secondary sex characteristics to develop. Estrogen and progesterone are female sex hormones; androgens are male sex hormones.

Research with animals and humans suggests that genes and hormones establish a *predisposition* toward a particular behavior prior to birth. This predisposition may be modified through learning. Cultural beliefs play a significant role in shaping behavior.

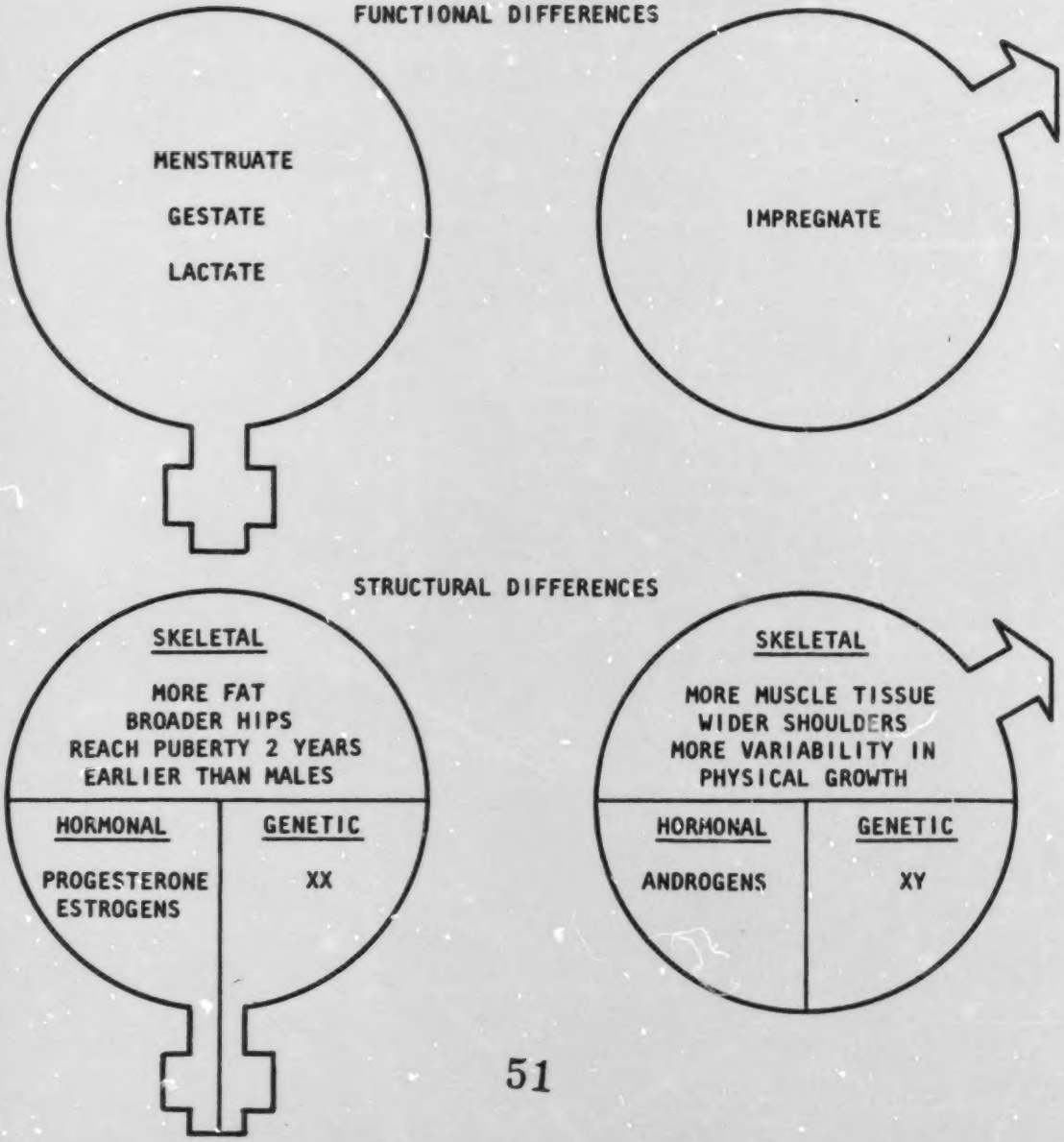
TWIN STUDY

The sex reassignment of a male identical twin described by Money and Ehrhardt (1972) demonstrates the impact that learning has on gender identity. At seven months of age, one boy's penis was accidentally burned off during

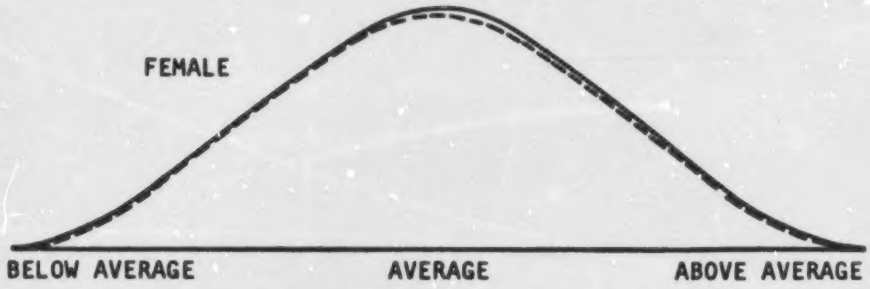
circumcision. Doctors advised sex reassignment, which included genital reconstruction surgery, hormone replacement, and professional guidance for the family. The parents socialized the child as a daughter. Six years later the girl (a boy at birth) behaved as a girl and was not confused as to her gender identity.

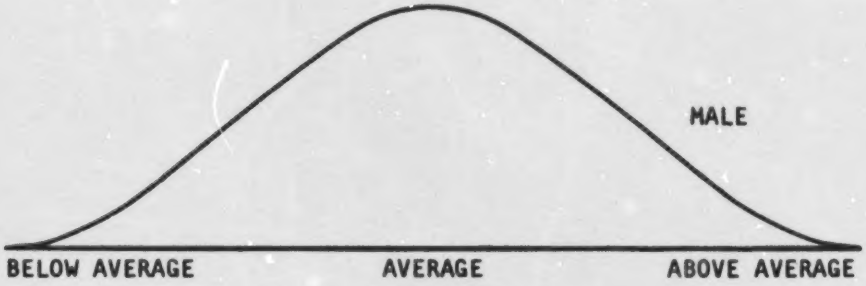
This study and others illustrate that *social factors* such as the gender to which a child is assigned can substantially modify biological predisposition.

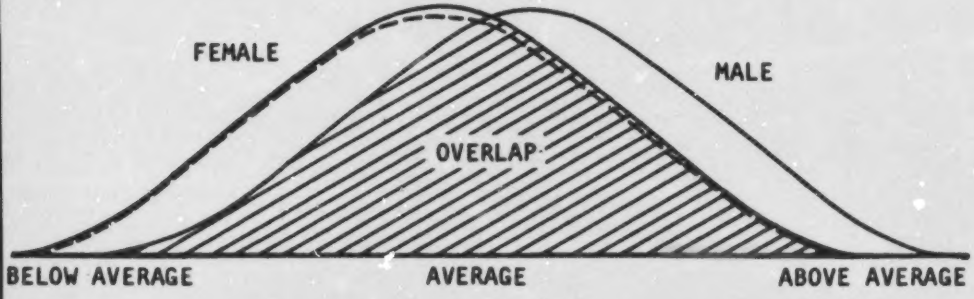
BIOLOGICAL BASICS



SIMILARITIES AND DIFFERENCES







ASSESSMENT INSTRUMENT 1

PROCESS EVALUATION FORM

This Process Evaluation Form was prepared by Resources for Non-Sexist Environments, a federally funded WEEA project, to accompany EXPANDING OPTIONS, sex equity workshops for school communities, K-12.

INSTRUCTIONS: *To assess the effectiveness of the session, please circle the number that best indicates your response.*

1.	The organization of the session was:	7 6 5 4 3 2 1 excellent poor
2.	The objectives of the session were:	7 6 5 4 3 2 1 clearly evident vague
3.	The work of the facilitator(s) was:	7 6 5 4 3 2 1 excellent poor
4.	The ideas and activities presented were:	7 6 5 4 3 2 1 very interesting dull
5.	The coverage was:	7 6 5 4 3 2 1 adequate inadequate
6.	My attendance at this session should prove:	7 6 5 4 3 2 1 very beneficial of no benefit
7.	How involved were you in what went on in the session?	7 6 5 4 3 2 1 very involved not involved
8.	How much do you feel you gave to the group?	7 6 5 4 3 2 1 a great deal very little

9. Overall, I consider this session: 7 6 5 4 3 2 1
excellent poor

Additional comments and/or questions: _____

_____

_____

_____

_____

54

55

SESSION 2: PLANNING FOR SEX EQUITY

Administrator Workshop

GOALS: TO UNDERSTAND THE ROLE OF LANGUAGE IN THE TRANSMISSION OF SEX ROLE EXPECTATIONS

TO INCREASE KNOWLEDGE OF TITLE IX IMPLEMENTATION AND ACTION STRATEGIES

GENERAL BUSINESS — 5

Reconvene the group and share resources (suggested list):

- *Beyond Sex Roles*, by Sargent
- *The Forty-Nine Percent Majority*, edited by David and Brannon
- *The Psychology of Sex Differences*, by Maccoby and Jacklin
- *Implementing Title IX and Attaining Sex Equity in Education*, by Kaser, Matthews, and McCune

Note: Additional suggested resources are listed elsewhere in this session.

Briefly review Session 1.

Present Session 2 goals and overview.

Name tags
Sign-in sheet
Chalkboard
Newsprint
Masking tape
Markers
Overhead projector

Poster with Session 2 goals and overview

OBJECTIVE #1

Participants will identify and rewrite sexist line items and paragraphs.

BIAS IN LANGUAGE — 5

Present the Mini-Lecture "Bias in Language," using the Transparencies, so that participants will understand the parameters of linguistic bias in the transmission of sex roles.

MINI-LECTURE:
Bias in Language

TRANSPARENCY MASTERS:
Societal Values
Literal Interpretation
Inclusive Language
Stereotyping

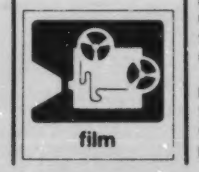
SLIDE/TAPE PRESENTATION:
Word Power

Projector
Screen
Cassette player

15

Give the slide/tape presentation *Word Power*, if appropriate.

Allow for a brief discussion.

	10	Have participants, in dyads, rewrite the sexist language in the Worksheet "Language: Make It Equitable." In the large group, allow for a brief sharing of responses.	WORKSHEET: Language: Make It Equitable
SELECT OPTION	10	Select from the following options: Option 1: Select a sample pamphlet, booklet, or other publication from a school district. Have participants, in triads, analyze it for bias. Facilitate a sharing of responses.	Sample publication
		Option 2: Distribute the Worksheet "The Role of Frontier Women," and have participants, in dyads or triads, rewrite the paragraph. Distribute the Readings "The Role of Frontier Women: A Revision" and "The Role of Frontier Women: Teacher's Guide," and discuss them.	WORKSHEET: The Role of Frontier Women READINGS: The Role of Frontier Women: A Revision The Role of Frontier Women: Teacher's Guide
ALL OPTIONS	5	For both options, facilitate a discussion, considering briefly how women are omitted, demeaned, or stereotyped by language. Share suggested resources: ■ *Guidelines for Equal Treatment of the Sexes in McGraw-Hill Book Company Publications* ■ "Language Shapes Thought" (a Reading in the Elementary and Secondary Teacher Workshops of the EXPANDING OPTIONS package)	
		OBJECTIVE #2 *Participants will correctly identify stages of Title IX compliance, using the terms sex discriminatory, sex biased, sex fair, and sex affirmative.*	
TITLE IX	15	Introduce and present the filmstrip/cassette *Title IX and the Schools* or an appropriate alternative.	 FILMSTRIP/ CASSETTE: *Title IX and the Schools* Projector Screen Cassette player

	5	Present the Mini-Lecture "Title IX," briefly reviewing major areas and responding to questions. Use the Transparencies to define and give examples of the terms *sex discriminatory, sex biased, sex fair,* and *sex affirmative.*	MINI-LECTURE: Title IX
	5	Divide participants into small groups and have them complete the Worksheet "Complying with Title IX." Facilitate a sharing of responses.	TRANSPARENCY MASTERS: Overview of General Categories: Title IX Defining the Terms (A, B, C) WORKSHEET: Complying with Title IX
		OBJECTIVE #3 *Participants will analyze Title IX compliance in their districts by completing a checklist.*	
EVALUATING COMPLIANCE	15	Distribute the Worksheet "Evaluating Title IX Compliance." Divide the group into subgroups by district and have them complete the Worksheet. In the large group, have participants share responses, using the following questions: ■ *What are we doing about Title IX?* ■ *What are the actions still to be taken?* ■ *What are some problems we face? (Share solutions.)*	WORKSHEET: Evaluating Title IX Compliance
		OBJECTIVE #4 *Participants will assess conditions for successful change and prioritize action steps.*	
PLANNING FOR SEX EQUITY	5	Present the Mini-Lecture "Elements of Change" as an introduction to change planning. Use the Transparency.	MINI-LECTURE: Elements of Change TRANSPARENCY MASTER: Roles of a Change Agent/ Reactions to Change

SEVEN BASIC CRITERIA

5

Tell participants the following so that they can complete the sex equity planning activity:

For successful achievement of sex equity, it is important to consider some basic conditions within your district. The seven areas listed below contain useful criteria to begin your implementation of Title IX.

1. *Achieve consensus regarding the existence of sex discrimination and bias in education and the need to alleviate them.*
2. *Develop an understanding of the sources and limitations of sex discrimination and bias in education.*
3. *Increase leadership's articulation of its commitment to goals for change in education.*
4. *Specify the change goals for the achievement of sex equity and models for accomplishing these changes.*
5. *Increase the allocation of human and financial resources to sex equity.*
6. *Increase the capability of education personnel to achieve sex equity.*
7. *Develop a program of recognition and reinforcement for efforts to eliminate sex discrimination and bias.*

PLANNING FOR SEX EQUITY

10

Distribute and explain the Worksheet "Planning for Sex Equity." Have participants, in small groups by district, complete the questionnaire.

Facilitate a large large group sharing of priorities and action plans. Encourage participants to look at possible roadblocks to action and have them explore solutions.

WORKSHEET: Planning for Sex Equity

OBJECTIVE #5

Participants will identify available resources to assist in achieving a bias-free environment.

5 Provide participants with a list of "Resource People in Our Area." Have them brainstorm to generate additional local resources. Record their responses on the chalkboard or on newsprint.

If time allows, share the complete EXPANDING OPTIONS package with participants, to discuss possible strategies for using the training materials.

List of local resource people

WORKSHOP EVALUATION 5 Ask each participant to think of three descriptive words or phrases that characterize his or her experience in the workshop and to share perspectives with the group.

Distribute the "Final Assessment" form.

ASSESSMENT INSTRUMENT: Final Assessment

MINI-LECTURE: BIAS IN LANGUAGE

This Mini-Lecture addresses the importance of language, as well as specific areas of language usage that are considered in the workshop activities.

SOCIETAL VALUES

Our language both *teaches* and *reflects* societal *values*. [Use the Transparency "Societal Values" to illustrate.] As a specific example, consider the words *bachelor* and *spinster*. Children learn that in one sex, singleness is valued, while in the other, value is lost.

The societal values of the 1700s are reflected in the language of the Constitution and the Declaration of Independence. These documents use the pseudo-generic* *man*, which meant only white, property-owning males. This interpretation is still used by the courts. The 14th and 15th Amendments, for minority males, and the 20th Amendment, for women, were necessary to give these groups the right to vote.

The language we use reflects our *culture* and thereby shapes our *thoughts*. But this shaping is not one-way. Language changes as the individuals in the culture alter and expand their values and knowledge. WE CAN HAVE AN EFFECT. The word *Black* instead of *Negro* is an example of rapid change in word usage that reflects changing attitudes--attitudes changed via vigorous civil rights activities and increased Black pride.

LITERAL UNDERSTANDING

[Use the Transparency "Literal Interpretation" to illustrate.] Children, as well as adults, have a *literal* understanding of language. When we hear the word *policeman*, we visualize a *man*. *Man-hours* means that *men* are working, not women. The Drake University study abstracted in your Reading showed that college students visualized males when the pseudo-generic *man*

*Generic refers to all members of a class or group.

was used, and that when truly generic words like *people* were used, significantly more female images were included.

INCLUSIVE LANGUAGE

[Use the Transparency "Inclusive Language" to illustrate.] Related to our literal understanding of language is the use of *inclusive language*. Expressions such as "man-hours," "men of science," and "man invents the wheel" exclude and omit the contributions and participation of females. *Sex-inclusive* or *sex-fair* language includes *all* relevant people. For example, if *humans* invented the wheel, females may then be visualized as part of this group. A book titled *Famous Scientists* instead of *Men of Science* will more likely be thought to include mention of the Nobel Prize-winning physicist Maria Goepper Mayer.

STEREOTYPED LANGUAGE

[Use the Transparency "Stereotyping" to illustrate.] *Stereotyped language* includes *limited assumptions* about how a male or female can be. "The nurse . . . she" and "act like a man" are examples. The assumptions here are that men are not nurses, or that men must not show their feelings. *Stereotyping* occurs as a *pattern of assumptions*. Children perceive these patterns and limit their behaviors and aspirations accordingly.

The stereotype of the female as less important than the male must also be considered, since both girls and boys learn to devalue females through demeaning or belittling language. Examples of this will be found in the Worksheet we will be doing. *Sissy* is an example of language that demeans males, but note that the insult has to do with being "like a woman."

SUMMARY

Since children learn about societal values and society's expectations for them through the language used by adults, it is important for us, as people involved in the schools, to examine our language and to see that we are *expanding options* and not inadvertently limiting them.

Societal Values

Bachelor

Literal Interpretation

Inclusive Language

Stereotyping

WORKSHEET 4

LANGUAGE: MAKE IT EQUITABLE

Adapted from materials developed by Margaret Budd and Myrra Lee for the San Diego Unified School District.

I. INCLUSIVE LANGUAGE

A. *INSTRUCTIONS: Rewrite the following examples so that they are non-sexist and inclusive.*

1. early man *early people*
2. Neanderthal man _____
3. cavemen _____
4. congressman _____
5. fireman _____
6. When man invented the wheel _____

_____

7. policeman _____
8. man-made _____
9. chairman _____
10. housewife _____
11. motherhood _____
12. History of the Black Man in America

_____

B. *INSTRUCTIONS: Rewrite these sentences (quoted from career materials) so they include both sexes.*

1. How does the postman get his job? *How do postal carriers get their jobs?* _____

2. Select the owner of a business and make pictures for the bulletin board of the people he must pay and the materials he must purchase._____

_____

_____

3. The secretary who does not make the most of her physical attributes is not doing herself justice._____

_____

4. The social worker concentrated her skills in family practice._____

_____

5. Have students find out where their fathers work._____

_____

II. STEREOTYPING AND DEMEANING LANGUAGE

INSTRUCTIONS: Rewrite the underlined words to make them equal or parallel for men and women.

1. the fair sex; the weaker sex — *women; females*
2. girls in the office/men in the office _____
3. man and wife _____
4. old maid, bachelor _____
5. career man; career girl _____
6. The works of Hemingway, Steinbeck and Miss Buck were widely read._____

_____

74

75

7. Mr. McAllister runs the garage in partnership with his wife, a striking blonde, who mans the pump. _____

_____

8. sissy, tomboy _____

III. STEREOTYPING IN TEXTBOOKS

INSTRUCTIONS: Rewrite the examples so that stereotypes about men and women are not reinforced.

1. the founding fathers *the founders*

2. Pioneers moved West, taking their wives and children with them.

_____

_____

3. In New England, the typical farm was so small that the owner and his sons could take care of it by themselves.

_____

_____

4. Al listened tolerantly to the ladies' chatter. _____

_____

5. Math problem: Susie bought a doll for $3.68, and Billy bought a toy truck for $3.50. How much more did Susie pay? _____

_____

WORKSHEET ANSWER KEY

Language: Make It Equitable

The following are suggested answers, and are not meant to be definitive.

I. A.
2. people, humans
3. cave dwellers
4. members of Congress
5. fire fighter
6. humans
7. police officer
8. synthetic, artificial, handmade
9. the chair, chairperson
10. homemaker
11. parenthood
12. Black History

B.
2. people who must be paid, etc.
3. Make it plural; change "attributes" to "appearance."
4. Delete the pronoun "her."
5. Change "fathers" to "parents."

II.
2. women
3. man and woman, or husband and wife
4. single woman
5. woman
6. Delete "Miss" for parallel usage.
7. Mr. and Mrs. McAllister run the garage as partners.
8. sensitive

III.
2. Pioneer families moved West.
3. the family could take care
4. Judy listened tolerantly to the men's chatter.
5. Change or reverse the toys--let Susie buy stamps and Billy a teddy bear.

WORKSHEET 5

THE ROLE OF FRONTIER WOMEN

Adapted from materials developed by Margaret Budd and Myrra Lee for the San Diego Unified School District.

INSTRUCTIONS: Rewrite the following passage using non-demeaning, non-discriminatory language.

Women played an important but not spectacular part on the frontier. They never equaled men in numbers and were seldom found with the trapper and trader and not often in the early mining and lumber camps. Only when the settler came to clear a bit of land and to establish a home did the woman find a permanent place at the pioneer's side. Then she proved her ability to uphold her end of the load, even where physical endurance was required. She bore the children, cared for them in sickness, and often taught them arithmetic and how to read and write. She tended her garden, cooked the family's food, and preserved what she could for the winter. From the skins of wild animals or from homespun cloth she fashioned clothing for her men and children, and when danger from wild beasts or Indians threatened, she proved herself capable in the use of a gun.

READING 1

THE ROLE OF FRONTIER WOMEN: A REVISION

Adapted from an original revision written by Margaret Budd for the San Diego Unified School District.

Women played an important part in the settlement of the frontier. Trapping, mining, and lumbering were not considered occupations for single women of the seventeenth century, and therefore few women were found in the uninhabited portions of the New World. Only when the land was cleared for farming and when more permanent settlements developed did women and men establish homes in wilderness areas. Mere survival was difficult and required great physical effort on the part of the pioneers. The woman bore the children, cared for them in sickness, and often taught them arithmetic and how to read and write. She was responsible for growing the bulk of the family's food, which she cooked or preserved for the family to live on during the winter. From the skins of wild animals, or from cloth that she had woven, she fashioned clothing for the entire family. When pioneer men journeyed away from the isolated cabins to hunt, to buy supplies, or to participate in extended war campaigns, the pioneer women had the added responsibilities of protecting themselves and the remaining members of the household against wild beasts and unfriendly Indians.

READING 2

THE ROLE OF FRONTIER WOMEN: TEACHER'S GUIDE

Adapted from materials prepared by Margaret Budd for the San Diego Unified School District.

INSTRUCTIONS: Use this reading to provide an analysis of the passage on Worksheet 10.

Women played an important but not spectacular part on the frontier.

This is a case of "damning with faint praise." No one required or requested of men that they be "spectacular" as trappers or traders. This is one of the many sentences in this short paragraph where women have to "prove" themselves.

They never equaled men in numbers . . .

Equality in numbers is an irrelevant phrase in the description of the role of women on the frontier.

. . . were seldom found with the trapper and trader and not often in the early mining and lumber camps.

An inane statement, given the roles that seventeenth- and eighteenth-century women were assigned in the society of that time.

Only when the settler came to clear a bit of land and to establish a home did the woman find a permanent place at the pioneer's side.

The settler and the pioneer in the sense of this sentence are male, when in actuality the women who made homes on cleared parcels of land were also "settlers" and "pioneers."

Then she proved her ability to uphold her end of the load, even where physical endurance was required.

Here she is proving herself again. The physical hardships were equally difficult for female and male pioneers.

She tended her garden . . .

It was not a hobby she carried on in her spare time. It was vital work on which the family depended for its sustenance.

. . . or from homespun cloth . . .

That cloth did not come out of the air. The carding and spinning of wool and the weaving of cloth were laborious, long, hard jobs left to women.

. . . when danger . . . threatened, she proved herself capable . . .

Here she is proving herself again. From the diaries available from the period, it is surprising how much of the time women in these wilderness areas were left alone with all of the work, supervision, and protection duties to perform by themselves.

MINI-LECTURE: TITLE IX

This Mini-Lecture will provide some background information and give a general scope of Title IX of the Education Amendments of 1972. Also, there is an explanation of key terms dealing with the stages of compliance with the law.

THE LAW

Title IX was passed by Congress, and signed by the President on June 23, 1972. It is a civil rights law prohibiting sex discrimination in education programs and activities receiving federal funds.

The preamble to Title IX states: *No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.*

SCOPE

The scope of Title IX extends from preschool through graduate school. It protects students, professional staff, and support staff from sex discrimination.

Professional organizations, training programs, research institutes, and so on must also comply with Title IX if they receive federal dollars.

Exemptions: Military and religious schools are exempted if the laws would be inconsistent with the basic religious tenets of those schools.

SUMMARY OF THE FOUR CATEGORIES

1. The first area, General Provisions, states that all education institutions receiving federal funds must:

   - Complete a *self-evaluation* and take appropriate remedial steps to eliminate the effects of discrimination resulting from past policies or practices.

- Choose a *responsible employee* to be the *Title IX Officer*. She or he will coordinate compliance and investigate complaints.

- Include a *policy statement* in all publications. No publication should suggest by text or illustration that the recipient treats applicants or employees differently on the basis of sex.

- Give and continue to give *notification of Title IX compliance* to applicants for admission, students, parents, employees, unions, and professional organizations.

- Develop *grievance procedures* for resolution of student and employee complaints.

- File *assurance of Title IX compliance* with the federal government by October 1, 1975.

II. The second area prohibits sex discrimination in Admissions policies and criteria for selection.

III. The third area, Treatment of Students, covers discrimination in:

- housing facilities
- access to courses and activities
- counseling and guidance--tests, materials and practices
- financial aid and scholarships
- health and insurance benefits
- marital or parental status
- athletics

IV. The fourth area deals with employment and pronibits sex discrimination in recruitment, job classifications, fringe benefits, rates of pay, advertising, or pre-employment inquiries.

ENFORCEMENT

The Office for Civil Rights in the Department of Education, Washington, D.C., is responsible for enforcement.

Noncompliance could result in a cutoff of all federal funds to a school district or institution.

UNDERSTANDING THE TERMS

[Use Transparencies 16-19.] Within the context of equal educational opportunity for females and males, practices and behaviors can fall into the following categories:

- Sexist Practices and Behaviors
  - Sex Discriminatory (SD): those specifically prohibited by Title IX.
  - Sex Biased (SB): those that are still discriminatory and may be the subjects of grievances, but are not specifically covered by the Title IX regulation.
- Non-Sexist Practices and Behaviors
  - Sex Fair (SF): those affecting males and females similarly, meeting the letter of the law.
  - Sex Affirmative (SA): those that go beyond sex fair, by attempting to overcome the past effects of discrimination and bias for the affected sex.

OVERVIEW OF GENERAL CATEGORIES: TITLE IX

1. GENERAL PROVISIONS

Self-Evaluation	Notification of Title IX Compliance
Title IX Officer	Grievance Procedures
Policy Statement	Assurance of Title IX Compliance

2. ADMISSIONS POLICIES

3. TREATMENT OF STUDENTS

Housing	Financial Aid
Courses	Health and Insurance
Activities	Marital or Parental Status
Counseling	Athletics

4. EMPLOYMENT

DEFINING THE TERMS (A)

SEXIST

Sex Discriminatory
Sex Biased

NON-SEXIST

Sex Fair
Sex Affirmative

DEFINING THE TERMS (B)

SEX DISCRIMINATORY

SEX BIASED

SEX FAIR

SEX AFFIRMATIVE

DEFINING THE TERMS (C)

SEX DISCRIMINATORY

SEX BIASED

SEX FAIR

SEX AFFIRMATIVE

WORKSHEET 6

COMPLYING WITH TITLE IX

Adapted from materials developed by the Resource Center on Sex Roles in Education.

Within the context of equal educational opportunity for females and males, practices and behaviors can fall into the following categories:

Sexist practices and behaviors

- Sex Discriminatory (SD): those specifically prohibited by Title IX
- Sex Biased (SB): those that are still discriminatory and may be the subjects of grievances, but are not specifically covered by the Title IX regulation

Non-sexist practices and behaviors

- Sex Fair (SF): those affecting males and females similarly, meeting the letter of the law
- Sex Affirmative (SA): those that go beyond sex fair by attempting to overcome the past effects of discrimination and bias for the affected sex

INSTRUCTIONS: *Each of the following 20 examples falls under one of the categories above. Decide whether each example is Sex Discriminatory (SD), Sex Biased (SB), Sex Fair (SF), or Sex Affirmative (SA). Label the examples with the correct letters.*

____ 1. Not allowing females to use certain items of classroom machinery.

____ 2. Praising females for their appearance; praising males for their academic achievements.

___ 3. Requiring both males and females to wear uniforms that are similar in style and price.

___ 4. Encouraging students to consider both males and females for leadership positions, and helping them to evaluate the assumptions reflected in electing a male as president and a female as secretary.

___ 5. Presenting a list of possible projects in home economics that would appeal to both males and females, and allowing students to select those that interest them most.

___ 6. Suspending males for fighting; reprimanding females for the same behavior.

___ 7. Participating in developing in-service training for teachers on techniques for eliminating sex bias and discrimination in the classroom.

___ 8. Requiring females to obtain written statements from prospective employers before entering certain vocational courses; making no similar requirements for males.

___ 9. Providing all students with information and counseling regarding the changing roles of females and males in the world of work and other life areas and the importance of considering a variety of course options, both sex traditional and nontraditional.

___ 10. Punishing both males and females who violate the school rule of no smoking by assigning detention based on number of offenses.

___ 11. Maintaining eye contact with members of one sex more than the other.

___ 12. Allowing girls, but not boys, to cry in the classroom.

___ 13. Requesting information on marital or parental status on employment applications.

___ 14. Allowing classes that naturally attract a disproportionate number of either sex to be offered without investigation.

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___ 15. In coed physical education classes, providing a single grading standard for all students, regardless of consequences.

___ 16. Including in all announcements, bulletins, catalogs, and applications a district policy statement prohibiting sex discrimination.

___ 17. Designing special sessions to assist students in exploring nontraditional career opportunities.

___ 18. Allowing boys and girls to line up in separate lines.

___ 19. Ensuring that there are equitable numbers of male and female applicants for administrative positions.

___ 20. Providing a classroom with materials that illustrate both males and females in active play.

WORKSHEET 6 ANSWER KEY
Complying with Title IX

1. SD	6. SD	11. SB	16. SF
2. SB	7. SA	12. SB	17. SA
3. SF	8. SD	13. SD	18. SB
4. SA	9. SA	14. SB	19. SF
5. SF	10. SF	15. SD	20. SF

WORKSHEET 7

EVALUATING TITLE IX COMPLIANCE

Adapted from materials developed by the Resource Center on Sex Roles in Education and the California State Department of Education.

INSTRUCTIONS: Check YES or NO in the blanks at the right to indicate compliance of your district with the five procedural requirements for Title IX.

Section 1: TITLE IX GENERAL PROVISIONS CHECKLIST

	YES	NO
1. Policy Statement		
a. Has your district formulated and disseminated a policy statement regarding Title IX compliance and non-discrimination on the basis of sex to students, parents, and employees?	___	___
b. Has your district published its non-discrimination policy in the local newspaper and in the newspapers and magazines put out by the district or by the students?	___	___
c. Are there copies of the policy statement available?	___	___
d. Has your district noted its policy of non-discrimination on the following: application forms, announcements of available positions, handbooks for students and staff?	___	___

	YES	NO
2. Title IX Coordinator		
a. Does your district have a Title IX coordinator responsible for coordinating Title IX compliance efforts?	___	___
b. Have the name, address, and telephone number of your district's Title IX coordinator been sent to all students and employees in the district?	___	___
3. Grievance Procedures		
a. Has your district adopted grievance procedures providing prompt and equitable resolution of student and employee complaints alleging violations of Title IX?	___	___
b. Has your district published its grievance procedures so that they are known to all students, parents, and employees?	___	___
4. Self-Evaluation		
a. Has your district implemented an institutional self-evaluation to assess policies for compliance with Title IX?	___	___
b. Has your district modified policies and practices not in compliance with Title IX?	___	___
c. Has your district completed the report on modifications and remedial steps taken to eliminate effects of discrimination?	___	___
d. Has the coordinator or compliance officer involved staff, students, and community members to help examine different aspects of the district's policies and practices that are discriminatory on the basis of sex?	___	___

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5. Assurances

	YES	NO
Has your district submitted the assurances of Title IX compliance form that is required with all applications for federal financial assistance?	___	___

GENERAL PROGRESS

Make a general estimate of the progress your district has made in the implementation of Title IX since June 1975, when the regulations became effective. Check the appropriate line.

_____ Little progress made.

_____ Minimal procedural compliance.

_____ In-depth self-evaluation accomplished and appropriate corrective and remedial actions under way and/or taken.

_____ Full implementation of Title IX throughout most of the education agencies' policies, practices, and programs.

Section 2: TITLE IX SELF-EVALUATION COMPLIANCE CHECKLIST

By July 1976, educational agencies and institutions receiving federal financial assistance were required to conduct a self-evaluation to

- evaluate their policies, programs, and practices for their compliance with Title IX regulation requirements
- modify them as necessary to ensure compliance
- take steps to remedy the effects of any discrimination resulting from identified noncompliance

Note: The Title IX regulation established no particular requirements or standards for the self-evaluation other than that it should include the three components listed above. The questions in this checklist are based on general principles of evaluation rather than on legal guidelines.

INSTRUCTIONS: Use the following questions to assist in your Title IX self-evaluation.

A. AREAS SPECIFICALLY COVERED BY THE SELF-EVALUATION

	YES	NO
1. Student Access to Courses		
a. Course admissions requirements	___	___
b. Graduation requirements	___	___
c. Disproportionate course enrollments	___	___
2. Vocational Education	___	___
3. Physical Education	___	___
4. Counseling		
a. Programs	___	___
b. Materials	___	___
c. Tests and instruments	___	___
5. Student Treatment		
a. Behavior and dress codes	___	___
b. Extracurricular activities	___	___
c. Employment assistance	___	___
d. Health services and insurance benefits	___	___
e. Honors and awards	___	___
6. Policies, Programs, and Practices Related to Marital or Parental Status of Students	___	___
7. Athletics and Competitive Sports		
a. Student activities and programs	___	___
b. Personnel practices	___	___

		YES	NO
8.	Employment Policies and Practices		
	a. Recruitment and selection	___	___
	b. Promotion, tenure, layoff	___	___
	c. Application of nepotism policies	___	___
	d. Rates of pay, extra-duty compensation	___	___
	e. Job assignments and classification	___	___
	f. Fringe benefits	___	___
	g. Leaves of absence, including child-rearing leave	___	___
	h. Terms of collective bargaining agreements	___	___
	i. Certified staff (by specific position)	___	___
	j. Classified staff (by specific position)	___	___
9.	Does the self-evaluation clearly specify the documents, publications, etc., that were examined during the review process and indicate the criteria used in examining each?	___	___
10.	Does the self-evaluation include objective data to support its conclusions?		
	a. List of course enrollments by sex	___	___
	b. Description of athletic programs by sex	___	___
	c. Survey of student athletic interests	___	___
	d. Analysis of disciplinary actions by sex over a specified period of time	___	___
	e. Listing of tests and counseling instruments used with information on male and female norms, scales, etc.	___	___
	f. Other (please list)	___	___

_____

_____

_____

	YES	NO
11. Does the self-evaluation clearly specify actions taken or to be taken when possible non-compliance is identified (e.g., specific corrective actions)?	___	___
12. Are these actions generally		
a. Appropriate	___	___
b. Sufficient	___	___

B. THE PROCESS OF THE SELF-EVALUATION

1. Are the procedures and criteria used in the self-evaluation clearly specified?	___	___
2. Are the persons involved in the design of the self-evaluation clearly specified? Did they include		
a. Staff with responsibilities in each of the areas evaluated	___	___
b. Students	___	___
c. Members of the community	___	___
d. Persons with expertise regarding Title IX	___	___
3. Are the persons from whom information was requested clearly specified? Did they include		
a. Persons with diverse responsibilities and levels of responsibility in each of the areas evaluated	___	___
b. Administrators	___	___
c. Instructional and counseling staff	___	___
d. Classified staff	___	___
e. Representatives of the various schools in the district	___	___
f. Students	___	___
g. Members of the community	___	___
h. Persons with expertise regarding Title IX	___	___

	YES	NO
4. Are the persons responsible for analyzing the information clearly specified? Did they include		
a. Persons with diverse responsibilities and levels of responsibility in each of the areas evaluated	___	___
b. Administrators	___	___
c. Instructional and counseling staff	___	___
d. Classified staff	___	___
e. Representatives of the various schools in the district	___	___
f. Students	___	___
g. Members of the community	___	___
h. Persons with expertise regarding Title IX	___	___
5. Were all concerned persons in the district notified of the self-evaluation and invited to submit information they considered relevant?	___	___

MINI-LECTURE: ELEMENTS OF CHANGE

This Mini-Lecture provides information on the change process, reactions to change, and the roles of a change agent.

DEFINING CHANGE

Change may be defined as any significant alteration in the current state of affairs for an individual, a group, or an organization. Change is inevitable as part of the natural process of growth and maturation. People are generally more comfortable with the status quo, for change entails risk as well as challenge.

SENSITIVITY: THE KEY

Fear of change can encompass fears of failure, of the unknown, of giving up familiar satisfactions, and of diminished power or control.

It is important to remember that change in one part of a system produces change in other parts. Many small changes added together result in real change.

A *change agent* must be sensitive to other people's sense of being threatened or uncertain. Two ways of responding effectively to others' fear are to provide information and to offer understanding and empathy.

ROLES OF A CHANGE AGENT

[Use the Transparency "Roles of a Change Agent/Reactions to Change."]
A change agent can function in any or all of at least four primary ways. These include a *catalyst*, who helps initiate change; a *solution giver*, who has definite ideas regarding what changes ought to take place; a *process helper*, who plays a key role in facilitating problem solving by the group; and a *resource linker*, who brings together necessary ingredients to support the desired change.

BUILDING POSITIVE RELATIONSHIPS

To work effectively within any system, a change agent must assess personal skills and tap the resources of the group. An effective change agent attempts to gain a trusting, cooperative relationship with the group. People will not change if they're told to change.

A change agent needs a personal power base that includes a *support group*, *assertiveness*, *knowledge*, and *commitment* to the task at hand.

REACTIONS TO CHANGE

Reactions to change vary. The following stages of reactions usually accompany a change or learning process. They are not always clear-cut, they may overlap, they may appear in a different sequence, or they may not occur at all. [Refer again to the Transparency.]

- *Shock* or *surprise*--strong reaction to any significant challenge to perception
- *Disbelief*--active disbelief and resistance to new information
- *Guilt*--feeling of inadequacy or guilt for past and present actions
- *Projection*--projecting one's own guilt onto other persons and/or circumstances, blaming them
- *Rationalization*--a form of resistance that aims to explain and/or excuse behaviors
- *Intellectualization*--resistance, *or* the beginning of problem solving
- *Acceptance*--admission that new behavior and perceptions are necessary for personal and organizational growth
- *Integration* and *action*--incorporation of new awareness and knowledge into behavior and action

SYSTEMATIC APPROACH

A good change plan requires a systematic approach, which might include:

- Step 1--Identifying the problem
- Step 2--Developing a plan
- Step 3--Doing your homework
- Step 4--Implementing the plan
- Step 5--Evaluating and following up on the plan

REACTIONS TO CHANGE

CATALYST	Helps initiate change
SOLUTION GIVER	Has definite ideas regarding what changes ought to take place
PROCESS HELPER	Plays a key role to facilitate problem solving by the group
RESOURCE LINKER	Brings together necessary ingredients to support the desired change

ROLES OF A CHANGE AGENT

SHOCK or SURPRISE	Strong reaction to any significant challenge to perception
DISBELIEF	Active disbelief and resistance to new information
GUILT	Feeling of inadequacy or guilt for past and present actions
PROJECTION	Projection of one's own guilt onto other persons and/or circumstances, blaming them
RATIONALIZATION	A form of resistance that aims to explain and/or excuse behaviors
INTELLECTUALIZATION	Resistance, *or* the beginning of problem solving
ACCEPTANCE	Admission that new behavior and perceptions are necessary for personal and organizational growth
INTEGRATION and ACTION	Incorporation of new awareness and knowledge into behavior and action

WORKSHEET 8

PLANNING FOR SEX EQUITY

Adapted from materials developed by the Resource Center on Sex Roles in Education and the California State Department of Education.

STEP A

INSTRUCTIONS: To assess the degree to which the sex equity planning criteria have been met in your district, consider the following questions. Circle the appropriate number on the scale of 1 to 5 to indicate your progress. When you have finished, review and prioritize according to your district's needs.

1. Achieving Consensus

   a. To what extent do you believe that there is general awareness of and agreement on the existence of sex discrimination and sex-role stereotyping in education?

1	2	3	4	5
Little or no awareness/agreement				Widespread awareness/agreement

   b. To what extent do you believe that the alleviation of sex discrimination and sex-role stereotyping is a priority concern within the educational community?

1	2	3	4	5
Low priority				High priority

   c. To what extent do you believe that Title IX is seen as a significant tool for the attainment of sex equity in education?

1	2	3	4	5
Little or no perceived significance				Major perceived significance

2. Understanding the Sources and Limitations

   a. To what degree do you feel that there is a general understanding of the sources of sex discrimination and bias specified in the Title IX regulation and of their operation?

1	2	3	4	5
Little or no understanding				Extensive understanding

   b. How much understanding is there of sources not addressed in the Title IX regulation (e.g., stereotyping in curriculum) and their operation?

1	2	3	4	5
Little or no understanding				Extensive understanding

   c. To what extent do you believe that there is an understanding of the possible relationships between sex discrimination and stereotyping in education and sex differences in educational and career outcomes?

1	2	3	4	5
Little or no understanding				Extensive understanding

3. Increasing Leadership Committed to Change

   a. To what extent do you believe that leadership exists for the translation of consensus and understanding of the issues of sex discrimination and bias into goals for organizational and institutional action?

1	2	3	4	5
Little or no leadership				Extensive leadership

   b. To what extent do you believe that educational leadership has articulated its commitment to the elimination of sex discrimination and sex bias in education?

1	2	3	4	5
Little articulation of commitment				Extensive articulation of commitment

4. Specifying Change Goals and Models

   a. To what degree have the requirements of Title IX and the concerns related to sex equity in education been specified and incorporated into the policies, program plans, and management procedures of educational institutions and agencies?

1	2	3	4	5
Little or no specification/incorporation				Extensive specification/incorporation

   b. To what degree do models for such specification and incorporation exist?

1	2	3	4	5
Little or no model development				Extensive model development

5. Increasing Human and Financial Resources

   a. To what degree have responsibilities for Title IX implementation and attainment of sex equity been assigned to all personnel within educational institutions and agencies?

1	2	3	4	5
Responsibilities unassigned		Responsibilities centralized		Responsibilities distributed across levels and functions

   b. To what degree have financial resources been allocated to the achievement of Title IX compliance and/or other activities related to the attainment of sex equity?

1	2	3	4	5
Few resources allocated				Many resources allocated

6. Increasing Capabilities of Education Personnel

What is the general estimate of the level of capability of education personnel (their possession of knowledge and skills) to implement Title IX and to attain sex equity in education?

1	2	3	4	5
Little or no capability				Extensive capability

7. Developing a Program of Recognition and Reinforcement

a. To what extent do you believe that there is positive recognition of efforts or programs to achieve Title IX implementation and sex equity?

1	2	3	4	5
Little or no recognition				General recognition

b. To what extent do you believe that there is reinforcement and support of staff efforts to eliminate discrimination and bias in the delivery of services?

1	2	3	4	5
Little or no reinforcement				Major reinforcement

Please turn to the next page for Step B in Planning for Sex Equity.

STEP B

INSTRUCTIONS: List your first two priorities below and identify actions that can be taken by your school community.

	Condition to be corrected	Actions that can be taken
1.	_____	_____
	_____	_____
	_____	_____
		_____
		_____
		_____
		_____
2.	_____	_____
	_____	_____
	_____	_____
		_____
		_____
		_____
		_____

FINAL ASSESSMENT

This Assessment Instrument was prepared by Resources for Non-Sexist Environments, a federally funded WEEA project, to accompany EXPANDING OPTIONS, sex equity workshops for school communities, K-12.

INSTRUCTIONS: At the conclusion of the workshop, use this form to assess each session.

Place the appropriate number from the scale at right in each box below and specify the reasons for your response:

Effective 1 2 3 4 5 Not Effective

ORGANIZATION Why?_____

_____

CONTENT Why?_____

_____

AUDIOVISUAL PRESENTATIONS Why?_____

_____

WORKSHEETS; ACTIVITY CARDS

Most Valuable_____

Why?_____

READINGS

Most Valuable_____

Why?_____

What specific changes would you make in this session? For example, what information or activities would you expand, delete, or add?

_____

_____

_____

_____

_____

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